

# Connecticut State Department of Education

**Presentation to the Juvenile Jurisdiction Policy &  
Operations Coordinating Council  
January 4, 2012**

## Presentation Overview

1. Connecticut's State Longitudinal Data System
2. Response to Data Questions from Other Agencies
3. SDE Response to Agency Presentations
4. SDE Roles and Solutions
5. Available Resources
6. Other Future Directions in Education for Vulnerable Children and Youth

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Connecticut State Department of Education

## **CONNECTICUT'S STATE LONGITUDINAL DATA SYSTEM**

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## Student-Level Data Elements in the State Longitudinal Data System

- All student-level data are provided to the State Department of Education (SDE) from the public school districts in the state. These data elements are mandated by federal or state law.
- Student-level data are collected from the public school districts through many data collections managed by the Bureau of Data Collection, Research and Evaluation (BDCRE) on behalf of the SDE.
- All of the student-level data collections managed by BDCRE are connected by the student's state assigned student identification number (SASID).

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## Student-Level Data Elements in the State Longitudinal Data System

- SDE Data Collections:
  - PSIS (Public School Information System)
    - PSIS Registration
      - SASID is assigned
      - Includes Student Name, Race, Gender, District and School Name, Grade Level, Entry and Exit Dates
    - PSIS Snapshots in October, January and June
      - Includes status on: English Language Learners (ELL), Special Education, Free or Reduced Lunch, Preschool Program, Gifted and Talented, Homeless, and Dominant Language, etc.

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## Student-Level Data Elements in the State Longitudinal Data System

- SDE Data Collections:
  - ED166 (Student Disciplinary Offense Data Collection)
    - Includes all offenses that result in:
      - In-School Suspension
      - Out-of-School Suspension
      - Bus Suspension
      - Expulsion
    - Includes all "serious" offenses and incidents involving Alcohol, Drugs or Weapons regardless of the type of sanction imposed.
    - School-based arrest information is also collected.

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## Student-Level Data Elements in the State Longitudinal Data System

- SDE Data Collections:
  - SEDAC (Special Education Data Application and Collection)
    - Includes Student's Primary Disability, Special Education Hours of Service, Related Services, Nexus District Responsible for IEP, etc.
  - SEDAC-Grants, Evaluation Timelines, and Early Childhood Outcomes are other data collections managed by SDE relating to students with disabilities.

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## Student-Level Data Elements in the State Longitudinal Data System

- Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) Results
  - Students are tested in Grades 3 through 8, and Grade 10.
  - Students are tested in Language Arts, Mathematics, Writing and Science (Grades 5, 8 and 10 only).
  - Individual student test results are provided to the student's school district.
  - Aggregated student test results are publicly reported.

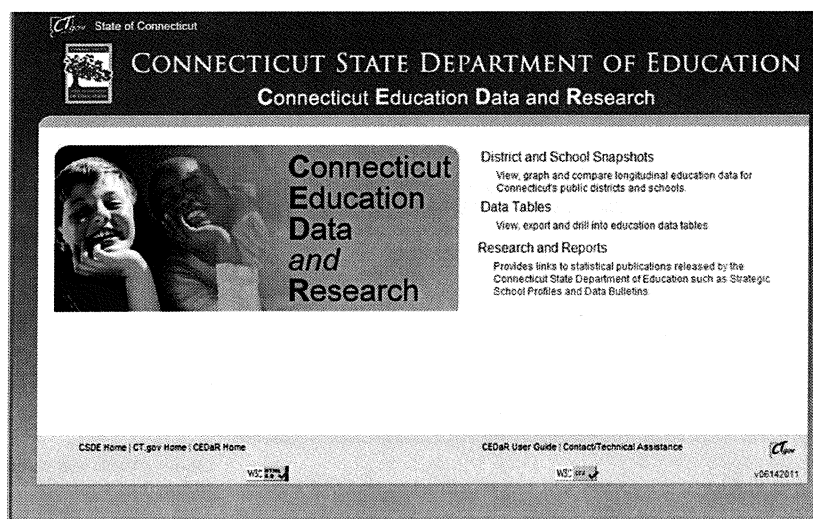
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## CEDaR: Connecticut Education Data and Reporting Web Site

- CEDaR is the public and secure data dissemination site for the longitudinal data system which includes the individual student-level data elements discussed in the previous slides.
- All student-level data are aggregated to the school, district, and state levels for public reporting. These data are also used by SDE to report dropout and graduation rates.

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## The CEDaR Portal



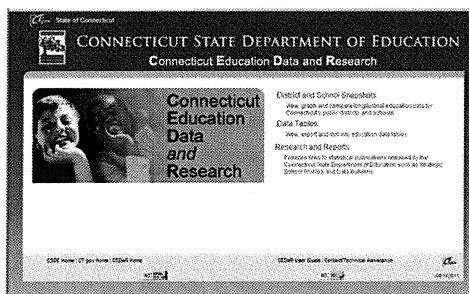
## The CEDaR Portal

### The Public CEDaR Portal

<http://sdeportal.ct.gov>

The CEDaR portal available to the public is comprised of three sections:

District and School Snapshots  
Data Tables  
Research and Reports



## State, District and School Snapshots

The snapshots offer dynamic reports that allow the user to view, graph and compare longitudinal education data for Connecticut's public districts and schools.

### Performance

State Assessments

CAPT/CMT

Dropout

Graduation

Physical Fitness

SAT

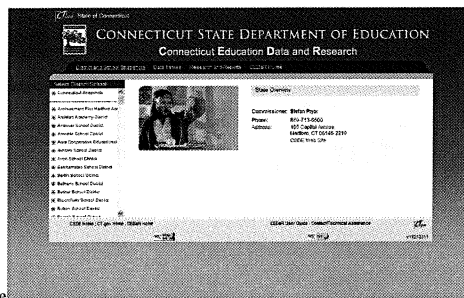
Advanced Placement

### Staff

Staff Absences

Avg. Teacher Salary

Avg. Years of Experience



### Students

Discipline

Enrollment

Pre-kindergarten

English Language Learners

Special Education

Student Attendance

### Resources

Average Class Size

Finance

Instructional Time

Library, Media and Technology

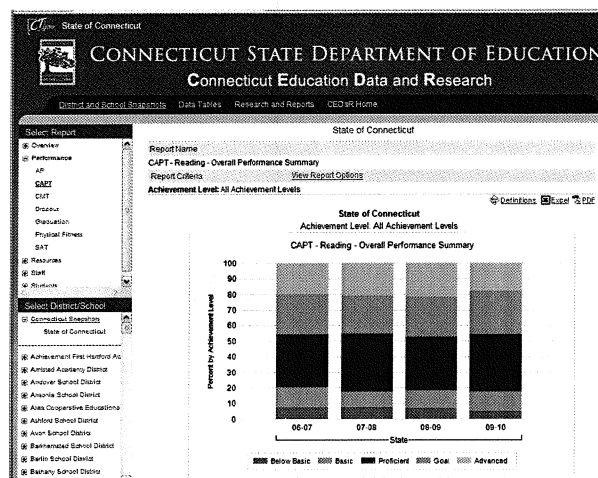
## State, District and School Snapshots

Users Can Filter Reports and Compare Results to Other Districts

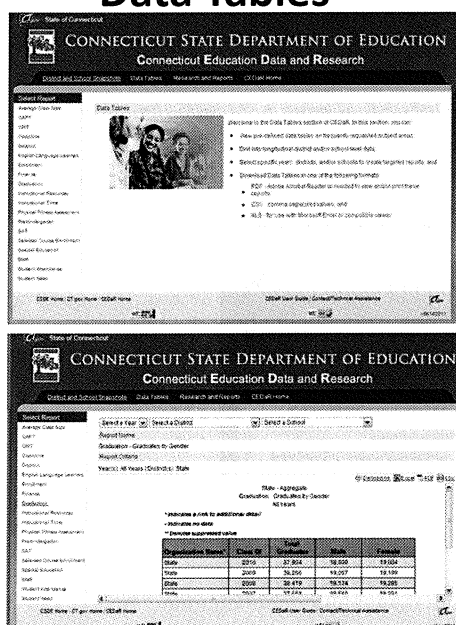
The screenshot shows the 'State, District and School Snapshots' application interface. It includes a 'Select Report' sidebar with categories like Performance, Staff, and Resources. The main area displays a 'Report Name' section with a dropdown for 'CAPT - Reading - Overall Performance Summary'. Below this, there are 'Report Criteria' and 'Filter Criteria' sections. The 'Filter Criteria' section includes checkboxes for 'Years', 'Achievement Level', 'ELL', 'Free/Reduced Lunch', 'Gender', 'Race', and 'Special Education'. The 'Report Criteria' section includes a 'Selected report criteria' section with a table of criteria. The 'Report Criteria' section also includes a 'Break Out by Category' section with a table of categories. The 'Report Criteria' section also includes a 'Comparison' section with a table of comparison options.

## State, District and School Snapshots

Snapshots are comprised of a graph and table. Users can view an MS Excel or Adobe .pdf format.



## Data Tables

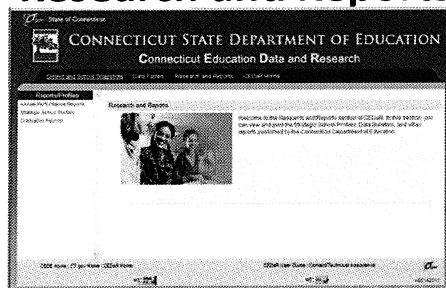


The Data Tables section allows the user to:

- view pre-defined data tables on frequently requested subject areas;
- drill into longitudinal district and/or school level data;
- select specific years, districts, and/or schools to create targeted reports; and
- download Data Tables as PDF, CSV or XLS.

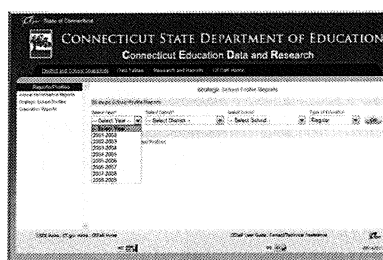


## Research and Reports



The Research and Reports section allows the user to access the Strategic School Profiles, Data Bulletins, and other reports published by the SDE.

Title	Date	Download Link
Annual Performance Report for the State of Connecticut	12/15/2011	<a href="#">Download</a>
Annual Performance Report for the State of Connecticut	12/15/2011	<a href="#">Download</a>
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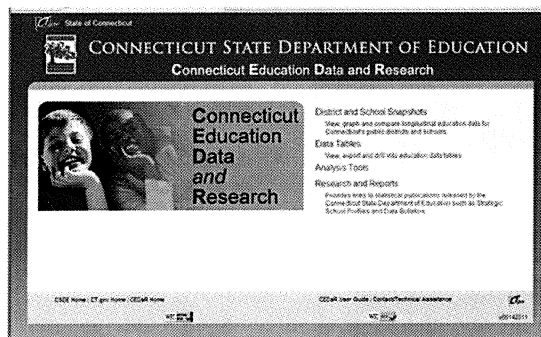


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## The CEDaR Portal

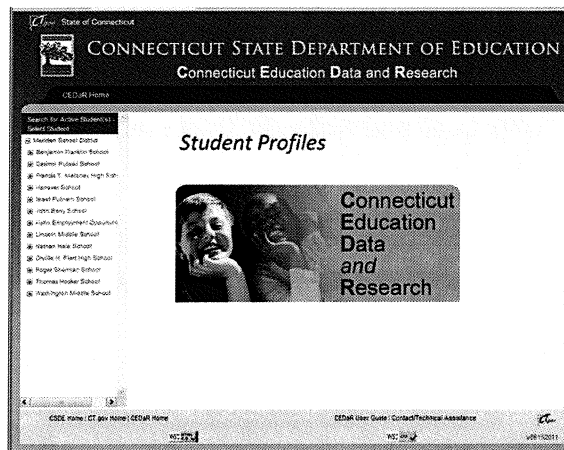
### The Secure CEDaR Portal

The *Secure* CEDaR portal available to the Local Education Agency offers the same three sections but includes a link for Analysis Tools.



## Student Profiles – Secure CEDaR

The Student Profiles provide Local Education Agency staff a secure, longitudinal view of individual student data.



## Student Profiles – Secure CEDaR

### Discipline

Longitudinal Record of a student's involvement in disciplinary incidents

School Year	Grade	Date of Incident	Incident	Suspension	In-School Suspension	Out-of-School Suspension	Total Days Suspended	View Details
2004	09	03/20/2008	Physical Altercation	Out-of-School Suspension	10.00	0.00	10.00	View Details
2004	09	05/16/2008	Disorderly Conduct	In-School Suspension	0.00	0.00	0.00	View Details
2005	07	06/15/2008	School Policy (General)	In-School Suspension	1.00	0.00	1.00	View Details
2005	07	06/07/2008	Disorderly Conduct	Out-of-School Suspension	0.00	0.00	0.00	View Details
2006	07	06/12/2008	Physical Altercation	Out-of-School Suspension	0.00	2.00	2.00	View Details
2006	07	06/12/2008	Disorderly Conduct	Out-of-School Suspension	0.00	2.00	2.00	View Details

## Student Profiles – Secure CEDaR

### Discipline

Longitudinal Record of student's discipline incidents with **Level I** details displayed

The screenshot displays the 'CONNECTICUT STATE DEPARTMENT OF EDUCATION Connecticut Education Data and Research' interface. It shows a student profile for 'Student Name: YOUNG, JESSIE L.' with details like 'Current Grade: Grade 12' and 'Enrollment Status: Active'. Below this, a table lists discipline incidents. The first incident is dated 03/05/2009, categorized as 'Physical Altercation' and 'Out-of-School Suspension' for 10 days. It includes details about the incident, such as 'Party Taking Action: School Administrator' and 'Was Pupil Arrested? No'. The table also shows a list of incidents with columns for 'School Year', 'Date of Incident', 'Incident', 'Suspension', and 'Days of Days Suspended'.

School Year	Date of Incident	Incident	Suspension	Days of Days Suspended
2008-09	03/05/2009	Physical Altercation	Out-of-School Suspension	10.00
2008-09	05/15/2008	Discipline	In-School Suspension	1.00
2008-07	02/19/2009	School Policy (General)	In-School Suspension	1.00
2008-07	08/07/2008	Discipline Behavior	Out-of-School Suspension	2.00
2008-07	08/12/2008	Physical Altercation	Out-of-School Suspension	2.00
2008-07	08/20/2008	Discipline Behavior	Out-of-School Suspension	2.00

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## SDE Data Available on Public School Students

- Educational Outcomes (CMT, CAPT Test Results, Graduation, Dropouts, Suspension/Expulsion, etc.) – Yes
- Statistics about Children receiving Special Education – Yes
- Longitudinal Tracking of Students – Yes
- Location and Length of Stay in Schools – Yes
- Alternative Schools – No
- Social Promotion – No
- Over-age and under-credit numbers – No; anticipated for availability in 2015

SDE data cannot be disaggregated for youth involved with juvenile justice because these students are not identified in our data systems.

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## SDE Response to CSSD Presentation

### CSSD Issue

**School based arrests need to be reduced to enhance educational outcomes for juvenile justice involved youth.**

### SDE Response

- Define school based arrests consistently across data collection systems used by SDE and CSSD.
- Examine role of School Resource Officers (SRO) in frequency of school based arrests.
- Agree with recommendation to target schools/districts with high rates of school based arrests for technical assistance and supports.

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## SDE Role and Solutions

- **School-based arrests:**
  - Need to examine SDE and CSSD data to look for intersections, analyze, and identify explanations.
  - Following this root cause analysis, identify solutions.
  - Customize to districts given other information known about the district and pre-existing interventions.

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## SDE Response to CSSD Presentation, continued

### CSSD Issue

**Identification of “cross-over youth” known to both the child welfare system and juvenile justice system.**

- Improving information exchange across systems.
- Family-centered and joint-agency decision making.
- Maximize services in each system.

### SDE Response

- Concern with data sharing across agencies.
- Cross agency efforts needed to resolve FERPA issues.
- SDE able to share aggregate data with other agencies.
- Internal SDE team to coordinate with other agencies.
- Acceptance of FSWN referrals

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## SDE Role and Solutions

- **Cross-over Youth:**
  - CSSD/DCF to identify cross-over youth.
  - SDE will identify student specific data the SDE has access to and can share.
  - Determine how this data will meet the needs identified by CSSD to track students returning to public school after leaving the juvenile justice system.
  - Results-Based Accountability report cards/data walls to guide development of programs and services for cross over youth.

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## SDE Role and Solutions, continued

- **Cross-over Youth (continued):**
  - Recommend a multi-agency committee to identify concerns, plan solutions and implement strategies, evaluate the success of these strategies, to improve education outcomes of cross over youth.
  - Educational advocate to be appointed for cross over youth (similar to IDEA surrogate system).

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## SDE Response to CSSD Presentation, continued

### CSSD Issue

#### **Disproportionate Minority Contact (DMC)**

- Increase awareness of DMC at all decision points.
- Collaborate strategies solutions at the local level.
- Develop data reporting capabilities to better identify DMC at all decision points in the juvenile justice system.

### SDE Response

- SDE interested in continued participation in any DMC discussions to assist as appropriate.

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## SDE Role and Solutions

- **DMC:**
  - The SDE will examine school based arrest data for evidence of DMC.
  - The SDE is committed to continue participating in DMC discussions with other agencies as appropriate.

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## SDE Response to DCF Presentation

### DCF Issue

**Students involved  
with juvenile justice  
system are not  
being accepted into  
the state Technical  
High Schools.**

### SDE Response

CTHSS Admissions:

- Grade and Age
- Availability of space for  
post 9<sup>th</sup> grade entry
- Preparedness for academic  
expectations
- Scheduling (trade/academic)

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## SDE Role and Solutions

- **Technical Schools: Entry and Re-entry Issues**
  - evaluation and identification of interests and strengths of students;
  - identification of trade technologies for special programming;
  - utilization of existing staff where available to maximize use of facilities, equipment as extension of regular programming;
  - identification of hours of operation best suited to this population (extended day, extended calendar); and
  - transportation and funding.

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## SDE response to DOC Presentation

### DOC Issue

**Re-Entry: Courts not providing prior notice before discharge to allow for proper planning to re-enter.**

### SDE Response

– Share the concern of DOC.

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## SDE Role and Solutions

- **Re-Entry:**
- Utilize a tiered intervention approach that provides:
  - rigorous student success plan;
  - strengthening of Juvenile Review Board in 99 towns that have Youth Service Bureaus; and
  - Replicate McArthur Grants for most in need districts.

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## SDE Role and Solutions, continued

- **Re-Entry (continued)**
- The SDE will facilitate communication with school districts to assist in communicating re-entry data.
- The SDE will coordinate cross agency training using previously developed cross agency training curriculum to address issues common to school personnel, DCF personnel and CSSD personnel in addressing the educational needs of juvenile justice involved youth.
- Would a legislatively mandated time sensitive reporting requirement assist in notification issues?

## SDE response to DOC Presentation

### DOC Issue

**Students in USD #1 have a history of suspension and/or expulsion from schools, have a myriad of social, emotional issues and learning deficits or did not have positive support or role models. These students need to be followed very closely, by caring individuals to ensure success.**

### SDE Response

- General education interventions: Positive Behavioral Interventions and Supports (PBIS), Scientific Research-Based Interventions (SRBI), Topic Brief #3, Student Success Plan
- Referral to Planning and Placement Team
- Focused Monitoring of discipline, achievement, drop out/graduation indicators
- State Personnel Development Grant (SPDG) for PBIS/Literacy with USD#2 and JJ

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## SDE Role and Solutions

- **Students entering USD #1:**
  - The SDE is working on an Early Warning Data System that will track achievement, attendance and discipline data to assist districts in targeting interventions for students who are at risk of dropping out of school.
  - Examine USD #1 data across select variables
  - The SDE will provide training and technical assistance to assist districts in the development of programs to interrupt this cycle of failure.

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## SDE Role and Solutions, continued

- **Students entering USD #1: (continued)**
  - The SDE will form a cross-agency coordinating group to address the educational needs of vulnerable children and youth.
  - Utilize Results-Based Accountability Report Cards and Data Walls to examine collective impact of efforts

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## SDE Available Resources

### **Federal Grants**

- Individuals with Disabilities Education Improvement Act (IDEA) Grant, early intervening services at the local level and state administrative discretionary funding available.
- Elementary and Secondary Education Act (ESEA) or No Child Left Behind (NCLB) funding available for at risk children and youth.
- Other federal grants available for “at risk” students
  - State Personnel Development Grant: 5 million dollar grant over 5 years to address the behavioral and literacy needs of students

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## SDE Available Resources

### State Grants

- Priority School District Grant
- Early Childhood program
- After School Program
- Youth Service Bureau
- Family Resource Centers
- Primary Mental Health Program
- Young Parent Program
- State School Breakfast Grant
- Adult Education

## Other Future Directions in Education for Vulnerable Children and Youth

- Define alternative education (purpose, length of stay, intent: reintegration or remain outside district high school program).
- Create innovative alternative educational programs that address the specific needs of court involved youth to promote graduation from high school with a regular high school diploma and demonstrated competencies based on state educational standards.

## Other Future Directions in Education for Vulnerable Children and Youth

- Conduct pilot program to assign educational advocates for cross-over youth.
- Convene educational, multi-agency advisory committee to address vulnerable populations of children and youth served.

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## Contact Information for Presentation

- General SLDS or CEDaR Information
  - Karen Addesso at [karen.addesso@ct.gov](mailto:karen.addesso@ct.gov)
- PSIS - Public School Information System
  - Kendra Shakir at [kendra.shakir@ct.gov](mailto:kendra.shakir@ct.gov)
- ED166 - Student Disciplinary Offense Data Collection
  - Keryn Felder at [keryn.felder@ct.gov](mailto:keryn.felder@ct.gov)
  - Angela Gambaccini-May at [angela.gambaccini-may@ct.gov](mailto:angela.gambaccini-may@ct.gov)
- Special Education Data
  - Diane Murphy at [diane.murphy@ct.gov](mailto:diane.murphy@ct.gov)
- Division of Family and Student Support Services
  - Anne Louise Thompson at [annelouise.thompson@ct.gov](mailto:annelouise.thompson@ct.gov)

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